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ABSTRACT

To identify characteristics of Tallahassee Community College evening students and to ascertain their attitudes toward and perceptions of counseling services, questionnaires were administered to 16 evening classes. A total of 276 valid questionnaires were obtained. The results of analysis of the questionnaire data showed that TCC evening students were similar to those students attending other two-year colleges, and that the evening students perceived a need for counseling, especially for academic advisement and vocational guidance. The house preferred for counseling services were 5 to 7:30 p.m. Monday through Thursday. A model for evening counseling services at the college, designed from the questionnaire data, is provided in an appendix. The questionnaire used and a list of the classes selected for the study are also provided in appendixes. (DB)

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PRELIMINARY STUDY OF COUNSELING SERVICES FOR EVENING STUDENTS AT TALLAHASSEE COMMUNITY COLLEGE

By

Laurence L. Benson

JC 730 226

March, 1972

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PRELIMINARY STUDY OF COUNSELING SERVICES FOR EVENING STUDENTS AT TALLAHASSEE COMMUNITY COLLEGE

PREFACE

One of the ways in which Tallahassee Community College (TCC) meets its stated philosophy is by providing "educational and personal counseling in order that each student may be helped to discover his aptitudes, to choose a life of work and to prepare for successful pursuit of his chosen occupation."[1]

As the College grows, it appears that proportionally more and more students are attending classes in the evenings.[2] During the Winter 1972 Quarter, 738 students were taking one-half or more of their academic hours in classes at night on campus.[3] Thus, evening students accounted for one-third (34%) of the total enrollment during the quarter under study.

Evening students are entitled to receive those counseling services provided to their daytime colleagues. If the College hopes to facilitate the academic and personal development of all its students, then it is paramount that one-third, who are attending school at night, be helped along in the mainstream of meaningful educational and personal experiences. One way of accomplishing this objective is through providing evening counseling services.

It was realized that it would be erroneous to offer evening counseling services only for the sake of having them, or for the College to superimpose such services without checking

student desires or needs. Therefore, it seemed advisable first to study evening students and their perceptions towards counseling and evening counseling services. Such a study was conducted during the Winter 1972 Quarter.

PURPOSES OF THE STUDY

This preliminary study was designed to gather data which would be useful in identifying the characteristics of evening students and would be indicative of their attitudes towards, and perceptions of, counseling.

Further statistical research needs to be undertaken utilizing the data gathered during this preliminary study. For example, the data need to be analyzed to determine levels of significant difference, if any, between male and female responses, among age groupings, by students enrolled in the different degree programs, by hours worked and credit hours carried.

METHODOLOGY

Only TCC students enrolled in the Winter Quarter of 1972 who were taking one-half or more of their academic credit hours in evening classes on campus were included in this study. In order to obtain a meaningful and supportable sample population, one-third (16) evening classes were selected from among those courses (48) offered at night during the quarter in question.

A stratified sample population was achieved in the following manner. Seven classes representing courses leading to the Associate in Applied Science degree programs (vocational) were selected

first. One class of "guided studies" students was selected. Thus one-half (8) of the surveyed classes came from this grouping.

The remaining eight classes were selected because they were sections with large numbers of students attending, they represented courses which meet Associate in Arts degree (transfer/general education) requirements and were not meeting at a time when the previously selected classes were in session. Appendix I shows those classes which were selected for this study.

A questionnaire, Appendix II, was compiled, distributed, explained and gathered up personally by this writer from among students attending the selected evening classes during the period of January 17 through January 20, 1972, inclusive.

To avoid contaminating the data gathered, students who already had completed the questionnaire in an earlier class during the week were asked not to complete a second survey.

Responses to the questionnaires were key-punched on computer cards. However, since time obviated testing the results by computer, data was extracted by counting responses on an electronic sorter/counter and calculating percentages on a calculator.

This preliminary study, then, reveals proportional results and no attempt has been made to justify these findings statistically. Some of the more important questions were observed and compared proportionally with responses to other key questions so some provisional inferences could be suggested.

The other portion of this study involved staffing the College Counseling Center during the Winter 1972 quarter from 5 to 7 p.m.

on Monday through Thursday nights. Classes do not meet on Friday nights or Saturdays. Staffing the center was done to see if evening students actually would take advantage of counseling services and to observe the nature of their expressed counseling needs.

Every means of announcing the availability of evening counseling services was employed including informing classes and articles in the College publications "This Week at TCC," "The Communique" and an article in the student newspaper, The Talon.

RESULTS AND DISCUSSION

A total of 276 valid questionnaires were gathered from among the 738 evening students who were taking one-half or more of their credit hours at night, representing a 37 per cent sampling of the total evening enrollment.

From the results of the questionnaire, it is interesting to speculate about the characteristics of the "typical" evening student. A speculative profile was accomplished by compiling those identifying factors which received the greatest proportional responses to each question. These responses suggest that the "typical" evening student is a 24 to 30 year old male, living in Leon County who is married but has no children and works from 31 to 40 hours each week. He is carrying four to six quarter hours, is enrolled in the Associate in Arts degree program and is in his first or second quarter at TCC.

The actual characteristics, based upon proportional responses to the 276 questionnaires, reveal that the sexual distribution is divided almost equally with 154 males and 122 females. In the sample population, males outnumbered females by only 32 students with males accounting for 55 per cent of the total.

Ages ranged from 17 to over 40 years with 75.5 per cent between the ages of 20 to 30. Forty-three and one-half per cent fell within 24 to 30 age bracket and 31 per cent in the 20 to 23 age group. Eight per cent are over the age of 40.

As was expected, the overwhelming majority (90.5%) reside in Leon County, followed by Gadsden County (4%), other counties outside the TCC District (3%) and Wakulla County (2.5%).

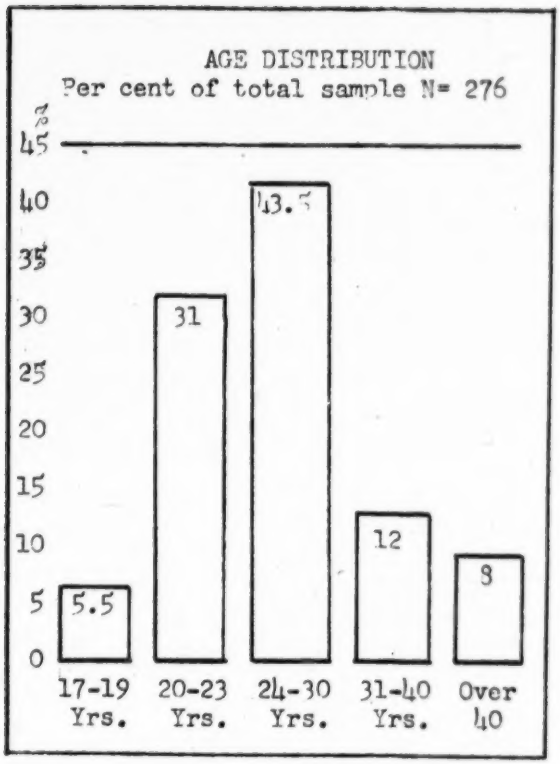
Most of the sampled population are married (69.5%) with 28.6 per cent not married and 1.9 per cent divorced. None of the students surveyed apparently are widowed.

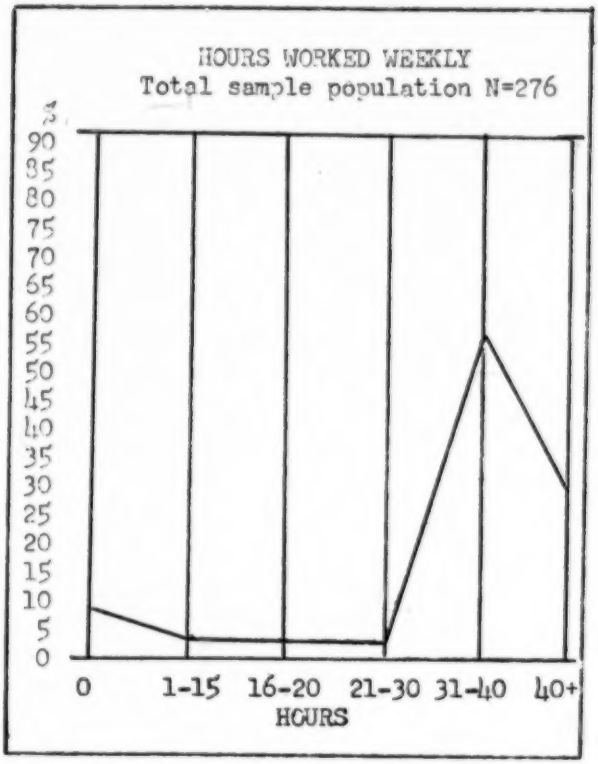
Although the majority are married, over half (51%) indicated they have no children. Twenty-one per cent have one child, 17 per cent have two children, 5 per cent have three children and 6 per cent have more than three children.

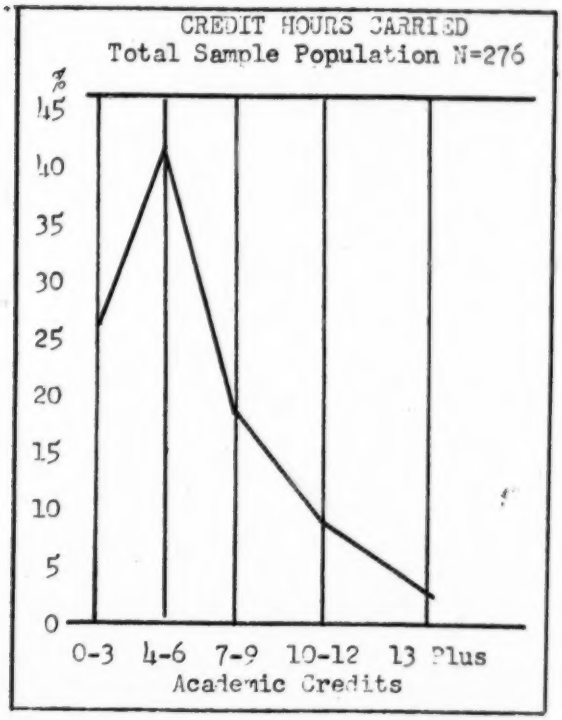
Two hundred and fifty-one students (90%) work part time. Fifty-five per cent of those who work, work from 31 to 40 hours each week while another 42 per cent work over 40 hours weekly. Of the remaining 3 per cent, 1 per cent work from 1 to 15 hours; 1 per cent from 21 to 30 hours each week.

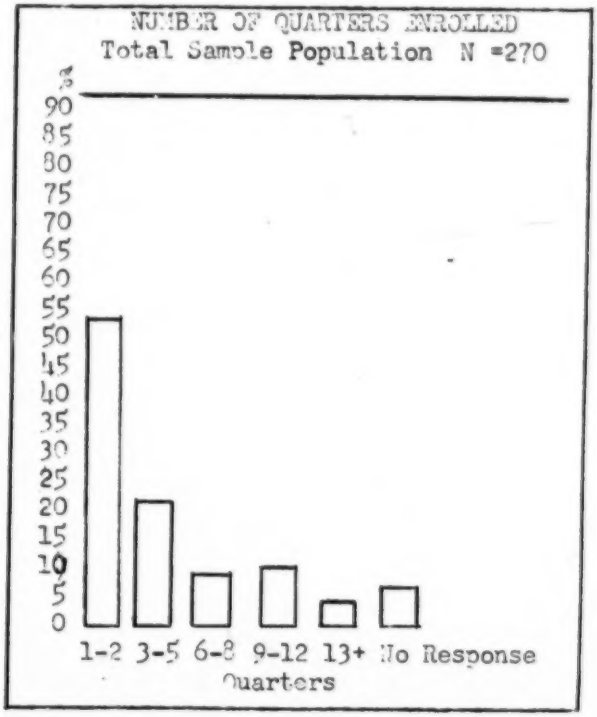
Forty-two per cent were carrying from four to six credit hours during the quarter under study while 27 per cent were taking

CHART I


AGE DISTRIBUTION
Per cent of total sample N= 276
%
45
40
35
30
25
20
15
10
5
0
5.5
31
43.5
12
8
17-19 Yrs.
20-23 Yrs.
24-30 Yrs.
31-40 Yrs.
Over 40


HOURS WORKED WEEKLY
Total sample population N=276
%
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
0
1-15
16-20
21-30
31-40
40+
HOURS


CREDIT HOURS CARRIED
Total Sample Population N=276
%
45
40
35
30
25
20
15
10
5
0
0-3
4-6
7-9
10-12
13 Plus
Academic Credits


NUMBER OF QUARTERS ENROLLED
Total Sample Population N =270
%
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
1-2
3-5
6-8
9-12
13+
No Response
Quarters

up to three hours. Eighteen per cent carried seven to nine hours, 9.7 per cent were enrolled for ten to twelve hours and 3.3 per cent were taking 13 hours or more.

Fifty-four per cent of the study group have been enrolled at TCC for one or two quarters. Twenty-two per cent are in their third to fifth quarter while 9 per cent have been attending from six to eight quarters; 9.6 per cent have been at TCC from nine to twelve quarters and 4.8 per cent for 13 or more quarters. The remaining 6 per cent did not respond.

Evening students enrolled in the Associate in Arts degree program (70%) outnumber by five to one those pursuing the Associate in Applied Science degree (14%). Of the 16 per cent who are not seeking a degree while at TCC, 81 per cent are attending classes for personal improvement; 11.5 per cent want to get a better job; 5.7 per cent have no real goal in mind and are just going to school while one student (1.8%) indicated the need to renew teacher certification as the reason for taking evening courses.

From the responses, several observations may be made and speculations formulated about counseling services. Again by recording the highest proportional responses to choices within given questions, a pattern emerges.

Remembering that regular evening counseling services have not been available in the past, it is not surprising to discover that the "typical" evening student does not know where the TCC Counseling Center is located nor has he ever seen a TCC counselor. He has never telephoned a TCC counselor for assistance during the day nor has he ever come to the campus during his lunch hour for assistance.

He did not know that TCC counselors are available to him each quarter from 5 p.m. to 7:30 p.m. during the week of academic advisement, although most of the evening students are assigned to the Counseling Center for academic advisement. He thinks counseling services should be available from 5 p.m. to 7:30 p.m. on Monday through Thursday evenings during those weeks when classes are in session. He would use evening counseling services maybe once each quarter for academic advisement because he is most interested in this kind of counseling. He has not had a problem in the past four weeks, prior to January 17, about which he would have liked to talk with a TCC counselor. He would feel confident about referring a friend to a counselor at TCC. He has consulted a counselor elsewhere and relies upon his spouse when feeling a need for counseling.

Of those 129 students (47%) who know where the TCC Counseling Center is located, 50 per cent have never seen a TCC counselor; 24 per cent have seen a TCC counselor once; 9 percent twice, 4 per cent three times and 11 per cent more than three times. Two students did not respond. Of the 147 students (53%) who do not know where the TCC Counseling Center is located, 84 per cent have never seen a TCC counselor.

Only 14 per cent of the evening students who responded have ever telephoned a TCC counselor for assistance during the day and 10 per cent of them have ever come to the campus during their lunch hour for assistance.

Eighteen per cent of the respondents know TCC counselors are available to night students from 5 p.m. to 7:30 p.m. each quarter during the week of academic advisement.

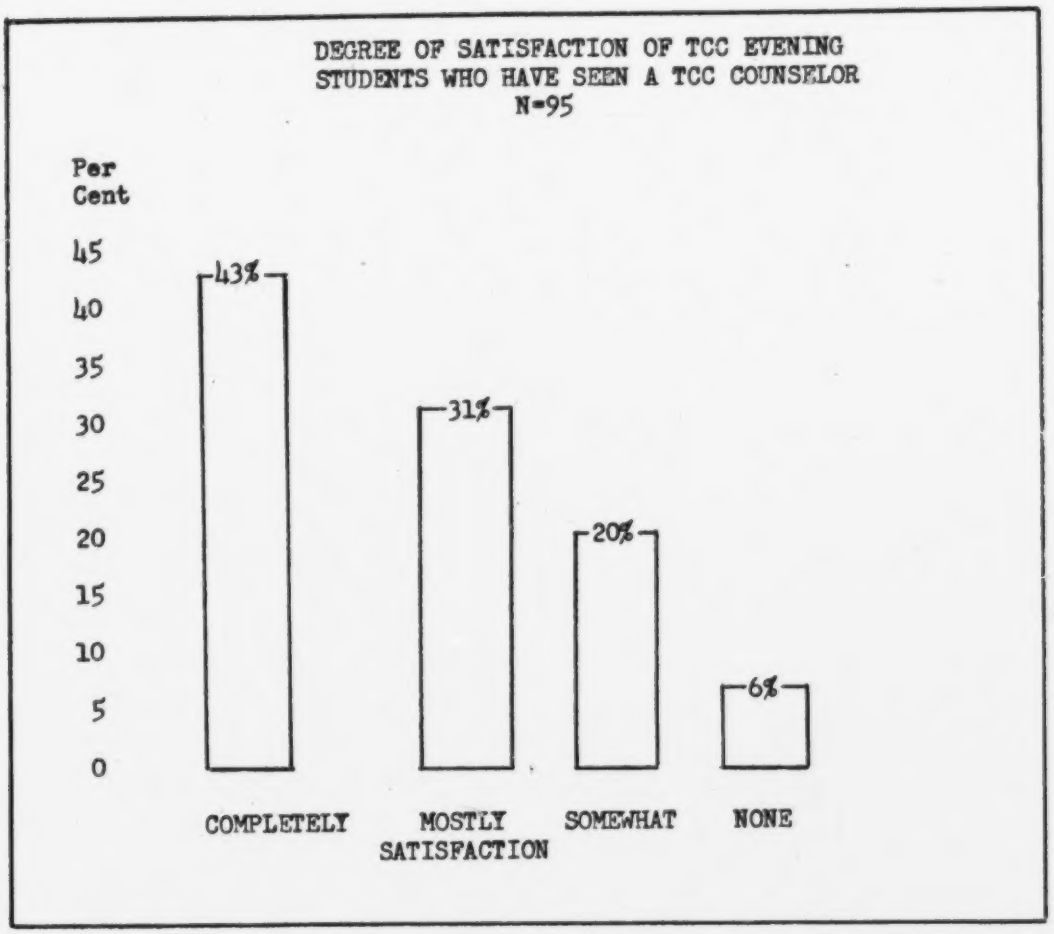
While attending TCC, 186 (67%) of the students have never consulted a counselor for assistance. It must be remembered, however, that over half (54%) of the sample population are in their first or second quarter of enrollment at the College and evening counseling services have not been available regularly.

Of the remaining students who have seen a TCC counselor from once to more than three times, and who responded, 43 per cent were completely satisfied; 31 per cent were mostly satisfied; 20 per cent were somewhat satisfied; 6 per cent were not satisfied.

Sixty-nine (78%) of those students who have seen a TCC counselor feel that counseling services should be available from 5 p.m. to 7:30 p.m. Monday through Thursday nights during those weeks when classes are in session. Almost all (85%) indicated they would utilize counseling services during these hours either frequently, occasionally or maybe once a quarter for academic advisement. This compares with 77 per cent of the 186 students who have never seen a counselor at TCC but who indicated they would use available services during the same hours with the same frequency.

In answer to the question about prefered counseling hours, 70 per cent selected 5 p.m. to 7:30 p.m. Monday through Thursdays; 7 per cent preferred 8 a.m. to 12 noon on Saturday; 5 per cent selected from 7 p.m. to 10 p.m. on Fridays; eight students (3%) preferred 1 p.m. to 5 p.m. Sunday and the remaining 15 per cent either selected none of the hours listed on the questionnaire or failed to respond.

CHART II


DEGREE OF SATISFACTION OF TCC EVENING STUDENTS WHO HAVE SEEN A TCC COUNSELOR
N=95
Per Cent
45
40
35
30
25
20
15
10
5
0
43%
31%
20%
6%
COMPLETELY
MOSTLY SATISFACTION
SOMEWHAT
NONE

It would appear from the proportional responses that the students were fairly consistent in their answers to the questi- about preferred hours. When those questions involving preferred hours were compared, 5 p.m. to 7:30 p.m., Monday through Thursday were chosen by between 70 to 80 per cent of the students.

Those students (70%) from the total sample who indicated a preference for 5 p.m. to 7:30 p.m., Monday through Thursday indicated by their first choices they were interested most in academic advisement (64%) and secondly in career information or advice (21%) followed by personal problems (5%) and marital problems (2.5%).

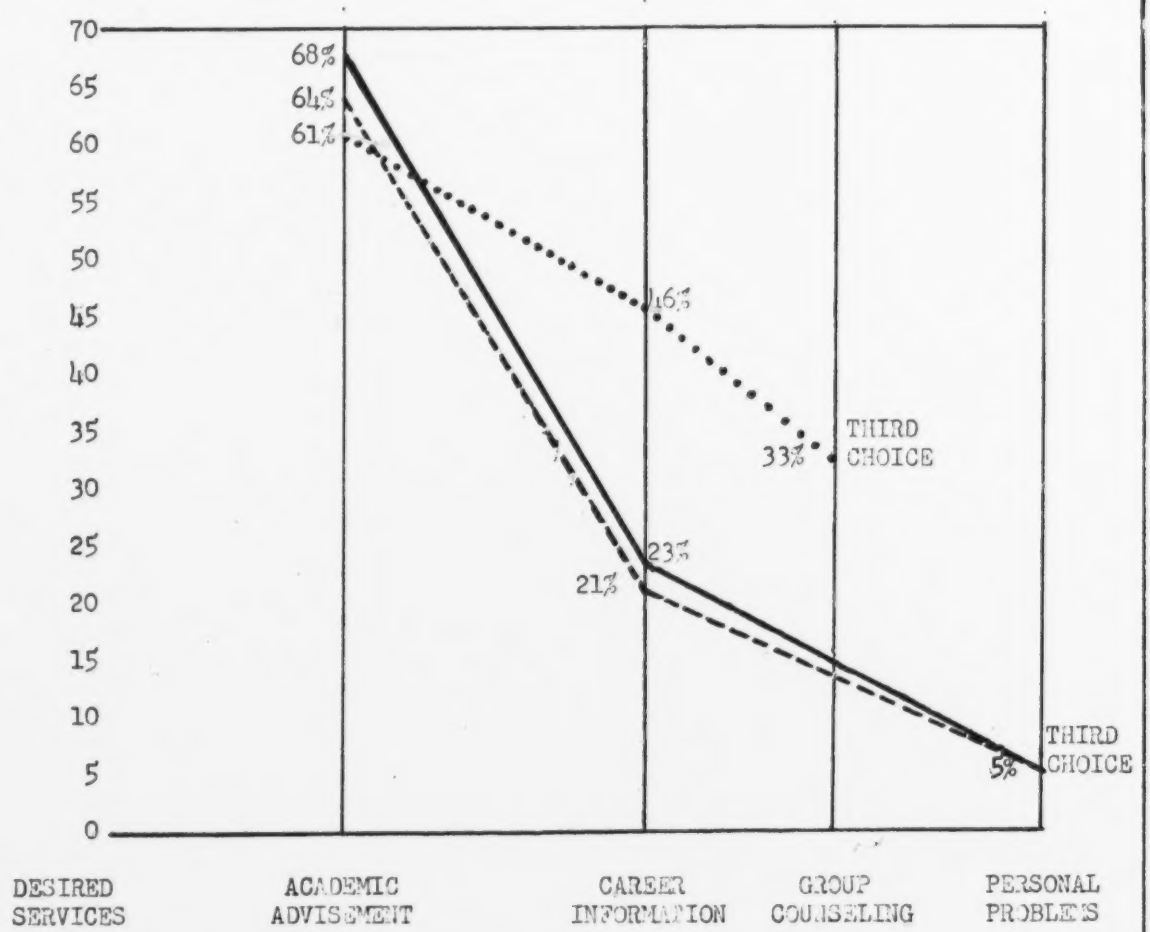
Students (63%) who indicated they have never seen a TCC counselor and who responded to the question about kinds of counseling services desired indicated, by their first choices, they are most interested in academic advisement (61%), career information or advice (46%) followed by group counseling (33%). The total exceeds 100 per cent since students marked more than one answer.

Looking at total responses, students selected academic advisement (68%) as their first choice, career information (23%) and personal problems (5%), with the remaining 4 per cent divided between group counseling, marital and family problems.

Chart III on page 12 shows a comparison of counseling services selected by evening students. From this data, it seems safe to assume that the majority of evening students are interested first in academic advisement, and secondly in career information or advice. From the graph, it is observable that, while the

CHART III

COMPARISON OF KINDS OF COUNSELING SERVICES SELECTED
Based Upon Proportional Responses



total sample responses parallel those compared with students who selected the hours of 5 to 7:30 p.m. Monday through Thursday, the counseling interests of students who have never seen a TCC counselor differ. Perhaps one assumption might be that students who have never seen a TCC counselor are better adjusted personally and do not see themselves going to a TCC counselor to discuss personal problems. Or, it may be students who have never seen a TCC counselor would feel more comfortable discussing their problems in a group setting. Also, it might be suggested that they turn to others when they feel a need for help. Whatever the reason, those students who have never seen a TCC counselor, and who responded, indicated when they need help 25 per cent of them go to their spouse, 25 per cent rely on friends and 10 per cent turn to their parents. Six per cent turn to "no one" for counseling while 18 per cent apparently never feel the need for counseling.

Fourteen per cent of the total sample indicated they never feel the need for counseling. Of these, 21 per cent are in the group who has never seen a TCC counselor nor has 55 per cent ever consulted a counselor anywhere for help. Further research will be required before any, all, or none of these assumptions can be considered reliable.

One fact is evident. Forty-six per cent of the total sample population has seen a counselor somewhere for help. Two per cent did not respond.

Students who indicated they have seen a TCC counselor, proportionally indicated the reasons were for academic advisement (80%), vocational guidance (16%) and for personal problems (4%).

Students were given the option of marking more than one answer thus the percentages are skewed; however, none marked family or marital problems.

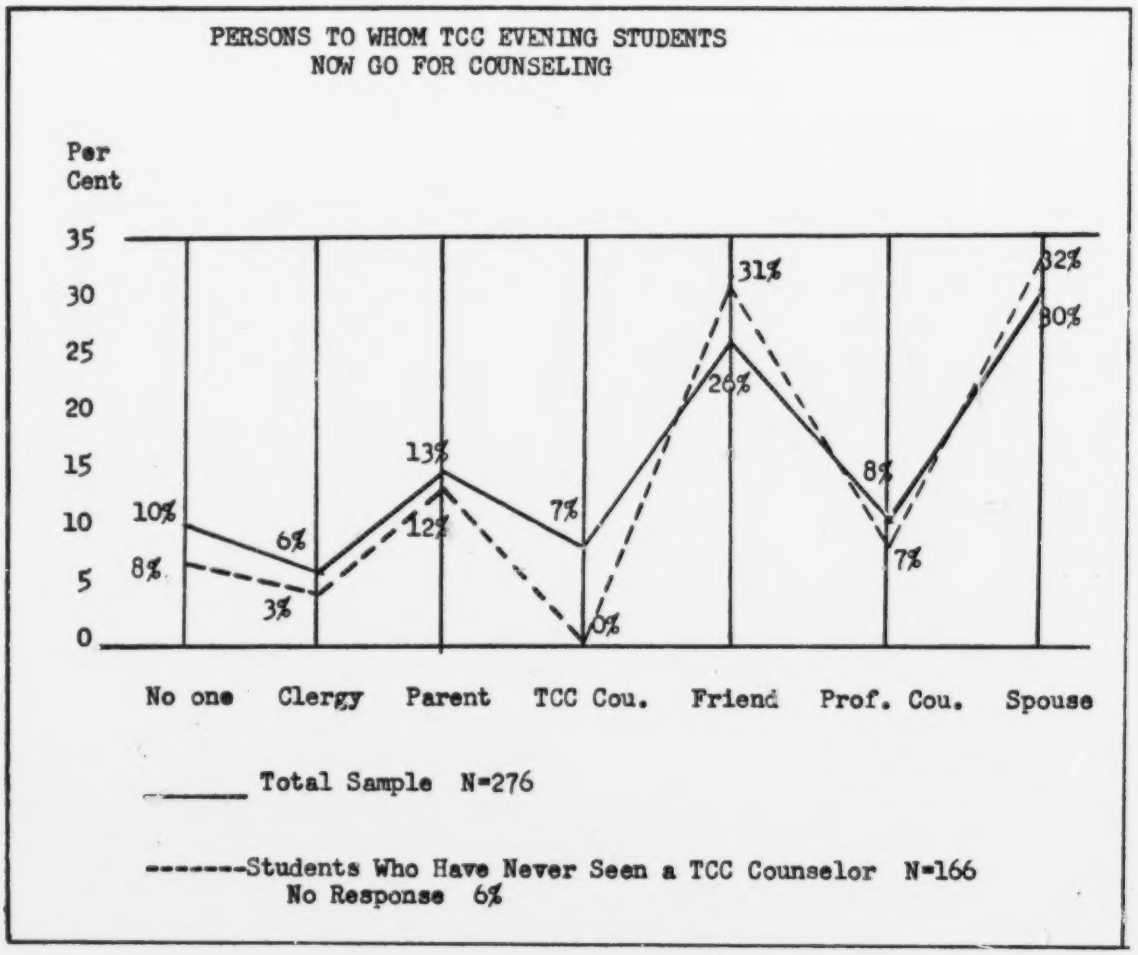
With the absence of regular evening counseling services in the past, it is even more necessary to discern to whom these students now turn for help. Twenty-one per cent did not respond to the question, thus indicating they never feel the need for counseling. The remaining 79 per cent said they turn to husband or wife (30%), to a friend (26%), or parent (12%), to "no one" (10%), a professional counselor off the TCC campus (8%), a TCC counselor (7%), and to a clergyman (6%).

Chart IV on page 15 indicates the persons to whom TCC evening students go for counseling.

Ten per cent of the students added comments at the end of their questionnaires. Some of the more pertinent comments follow:

> "I think that TCC students, especially night students, would benefit greatly even from one or two nights a week having the availability of a counselor."
>
> "Not enough emphasis is placed on the counseling services available - there are many students who need help in areas of their concern outside of the academics."
>
> "I never knew about the counseling center. Now I know I will use it."
>
> "I have a professional counselor, so would probably not use one here at this time."
>
> "Inform us of counseling services."
>
> "Have never heard of this before, but sounds like a good thing."
>
> "Working 40 odd hours a week, it is difficult enough just to get to class, let alone assistance in counseling. Hours available at night would be appreciated."

CHART IV


PERSONS TO WHOM TCC EVENING STUDENTS
NOW GO FOR COUNSELING
Per Cent
35
30
25
20
15
10
5
0
10%
8%
6%
3%
13%
12%
7%
0%
26%
31%
8%
7%
30%
32%
No one
Clergy
Parent
TCC Cou.
Friend
Prof. Cou.
Spouse
Total Sample N=276
-------Students Who Have Never Seen a TCC Counselor N=166
No Response 6%

As was mentioned previously, this writer staffed the TCC counseling center from 5 p.m. to 7 p.m. on Monday through Thursday evenings during the Winter 1972 Quarter. At the end of the first six weeks (24 working evenings) when this study was compiled, 46 different evening students had come to the counseling center seeking help. Many came more than once for assistance bringing the total of students seen to 60, or an average of 2.5 students per night.

From notations recorded after each visit, 80 per cent of the students came to the counseling center for academic advisement. Thirteen per cent were interested in vocational guidance while 3 per cent were concerned about personal problems. The results of this experience "on the job" are similar to the answers gleaned from the questionnaire although the number of students coming for counseling was small. Chart V on page 17 shows a comparison of questionnaire responses and actual experience.

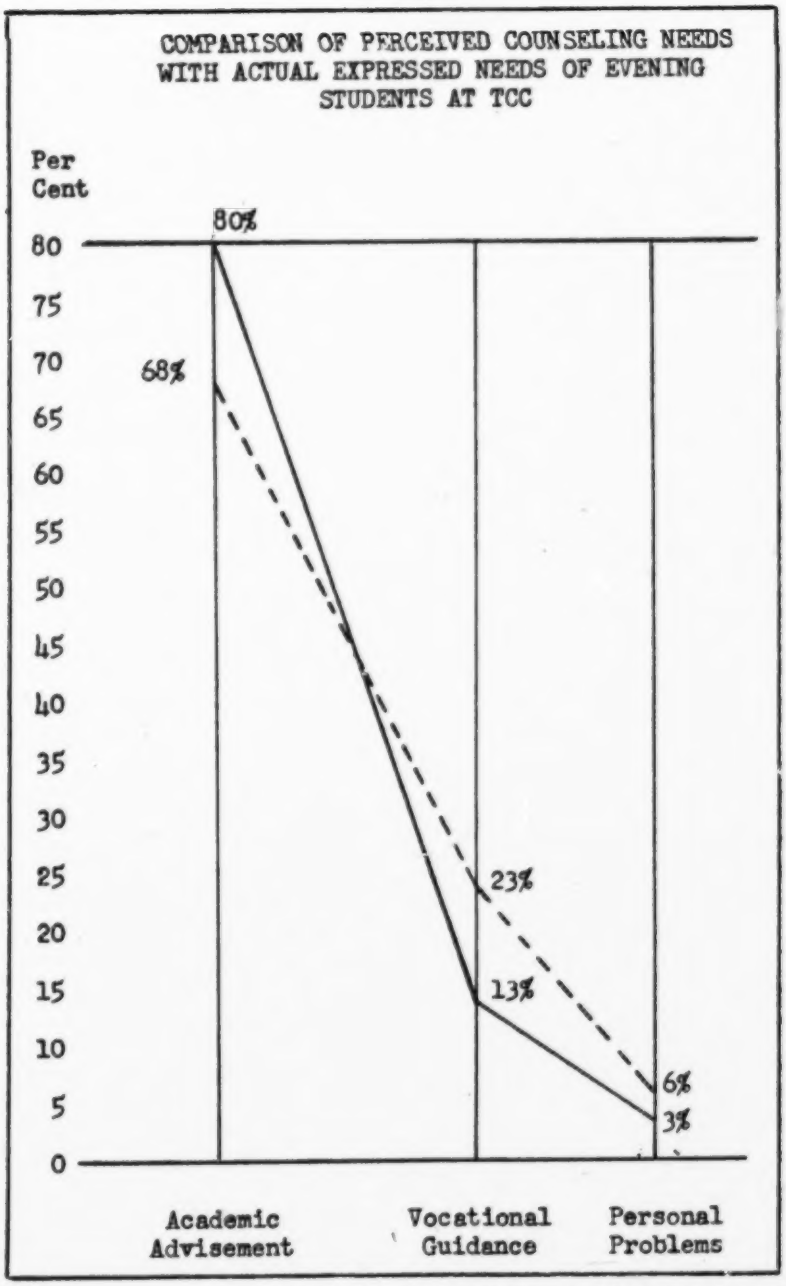
Although not a great number of evening students utilized counseling services during the six weeks of operation, those who did indicated their appreciation about having "someone" on duty in the evenings to assist them.

SUMMARY

From the analysis of data compiled and experiences gained during this preliminary study, some tentative statements may be formulated.

The characteristics of TCC evening students are similar to those of students attending other two-year colleges. [4]

CHART V



_____ Actual Expressed Counseling Needs N=46

------ Perceived Counseling Needs of Total Sample N=276

TCC evening students do perceive a need for counseling and especially for academic advisement and vocational guidance.

The preferred hours for evening counseling services are from 5 p.m. to 7:30 p.m. Monday through Thursday nights during those weeks when classes are in session.

If evening counseling services were available during the above mentioned hours, many students would utilize them; such services were used during the six-week experimental program.

Over one-half of the evening students have seen a counselor somewhere in the past and one-third of the students have had a problem recently which they would have liked to talk about with a TCC counselor.

Evening students who have seen a counselor at TCC have had their needs satisfied to some extent and they would feel confident about referring a friend to a TCC counselor.

Evening teaching faculty are positive towards the initiation of evening counseling services if the remarks from the sixteen instructors in whose classes the surveys were conducted are any indication.

The limited counseling services which have been available in the past are little known and this lack of communication may explain partially why the number of evening students who utilize even limited services has not been greater.

Preliminary evidence suggests that, if the Counseling Center were staffed in the evenings on a continuing basis during the preferred hours and night students were so informed, given time these

services would be utilized more fully and advantageously by evening students.

A model for evening counseling services at Tallahassee Community College was designed upon data gathered from this preliminary study. The model appears as Appendix III.

FOOTNOTES

1. _____. The 1971-72 Tallahassee Community College Catalog. Tallahassee: TCC (1971) Vol. 6, No. 1 pp. 22.

2. According to best estimates by Tallahassee Community College Officials.

3. Excluding 200 evening students enrolled in the special Real Estate course and 44 students taking college courses at the Federal Correctional Institute, Tallahassee.

4. James W. Thornton, Jr. The Community Junior College. NY: John Wiley & Sons, Inc., (1966). pp. 146-58.

APPENDIX I

TCC CLASSES SELECTED FOR STUDY

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
7 p.m.	BY105-3	DP102-1	PS105-1	ES201-2
8:15 p.m.	CET180-1	AG201-2	LE100-3	HS202-9
8:30 p.m.	HY102-8	HS202-8	PSC105-2	DP205-1
8:40 p.m.	BS100-3	MS101-4	GSW097-3	HH115-6

Abbreviations: BY Biology, DP Data Processing, PS Physics, ES Economics, CET Civil Engineering Technology, AG Accounting, LE Law Enforcement, HS Humanities, HY History, PSC Political Science, BS Business, MS Mathematics, GSW Guided Studies Writing, HH Health

APPENDIX II

TALLAHASSEE COMMUNITY COLLEGE
Tallahassee, Florida 32304

QUESTIONNAIRE FOR TCC NIGHT STUDENTS

N=276

Please complete this questionnaire only if you take over one-half of your credit hours this quarter at night at TCC.

1. Sex:
   a. Male 55%
   b. Female 45%

2. Age:
   a. 17-19 5.5%
   b. 20-23 31%
   c. 24-30 43.5%
   d. 31-40 12%
   e. over 40 8%

3. In which county do you presently reside?
   a. Leon 90.5%
   b. Wakulla 2.5%
   c. Gadsden 4%
   d. Other (Specify): 3% _____

4. Marital status:
   a. Married 69.5%
   b. Not Married 28.6%
   c. Divorced 1.9%
   d. Widowed 0%

5. How many children do you have?
   a. None 51%
   b. One 21%
   c. Two 17%
   d. Three 5%
   e. More than three 6%

6. If you work, how many hours each week? (If you do not work, leave answer blank.)
   a. 1-15 1%
   b. 16-20 1%
   c. 21-30 1%
   d. 31-40 55%
   e. Over 40 42%

7. How many credit hours are you carrying this quarter at TCC?
   a. 0-3 27%
   b. 4-6 42%
   c. 7-9 18%
   d. 10-12 9.7%
   e. 13 or more 3.3%

8. For how many quarters have you been enrolled as a night student at TCC?
   a. 1-2 54%
   b. 3-5 22%
   c. 6-8 9%
   d. 9-12 9.6%
   e. 13 or more 4.8%
   No Response 6%

9. In which degree program are you currently enrolled?
   a. Associate in Arts (Transfer) 70%
   b. Associate in Applied Science (Vocational-Occupational) 14%
   c. I am not seeking a degree at TCC 16%

10. If you are <u>not</u> seeking a degree at TCC, why are you attending classes?
   a. Personal Improvement 81%
   b. Hobby 0%
   c. Going to school gives me a chance to get out of the house 0%
   d. I want to get a better job 11.5%
   e. I have no goal in mind; just going to school. 5.7%
   f. Renew teaching certificate 1.8%

11. Do you know where the Counseling Center is located at TCC?
   a. Yes 47%
   b. No 53%

12. While at TCC, how many times have you consulted a counselor for assistance?
   a. Never 67%
   b. Once 17%
   c. Twice 6%
   d. Three times 2%
   e. More than three times 7%
   No Response 1%

13. If you have consulted a TCC counselor, what was the reason? (You may mark more than one answer.) N=94
   a. Personal problem 4%
   b. Family problem 0%
   c. Academic advisement 80%
   d. Vocational guidance 16%
   e. Marital problem 0%

14. Have you ever telephoned a TCC counselor for assistance during the day?
   a. Yes 14%
   b. No 85%
   No Response 1%

15. Have you ever come to the TCC campus during your lunch hour for assistance by a counselor?

   a. Yes 10%
   b. No 88%
   No Response 2%

16. Do you think counseling services should be available to you from 5 p.m. to 7:30 p.m. on Monday through Thursday nights during those weeks when classes are in session?
   a. Yes 78%
   b. No 17%
   No Response 5%

17. If counseling services were available at TCC during the hours listed in question 16, how often do you think you would use them?

a. Frequently 7%
b. Occasionally 38%
c. Maybe once each quarter for academic advisement 41%
d. Never 12%
No Response 2%

18. If more extensive counseling services were made available, which time would you most prefer?

a. 5:00 p.m. to 7:30 p.m. Monday through Thursday 70%
b. 7:00 p.m. to 10:00 p.m. Friday 14%
c. 8:00 a.m. to 12 noon Saturday 7%
d. 1:00 p.m. to 5:00 p.m. Sunday 3%
e. None of the above 15%
No Response 7%

19. Did you know that TCC counselors are available to night students each quarter from 5 p.m. to 7:30 p.m. during the week of academic advisement?

a. Yes 17.7%
b. No 82%
No Response .3%

20. In the past four weeks, have you had a problem which you would have liked to talk about with a TCC counselor?

a. Yes 34%
b. No 66%

21. If you have ever consulted a TCC counselor for help, to what extent were your needs satisfied? N=95
a. Completely satisfied 43%
b. Mostly satisfied 31%
c. Somewhat satisfied 20%
d. Not satisfied at all 6%

22. Would you feel confident about referring a friend to a counselor at TCC?

a. Yes 59%
b. No 9%
No Response 32%

23. Have you at any time ever consulted a counselor anywhere for help?

a. Yes 52%
b. No 46%
No Response 2%

24. When you feel the need for help now, to whom do you go? (Do not answer this question if you never feel the need for counseling.)

a. No one 10%
b. Pastor, priest, rabbi 6%
c. Parent 12%
d. TCC counselor 7%
e. Friend 26%
f. Professional counselor off TCC campus 8%
g. Husband or wife 30%
No Response 21%

N=335 and percentage totals 120% since several students marked more than one answer.

In which of the following kinds of TCC counseling services would you be interested? (Please rank in order of 1 to 6, with 1 being "most interested" and 6 being "least interested.")

	FIRST CHOICE		2ND	3RD	4TH	5TH	6TH CHOICE
25.	5%	Personal problems	5%	30%	34%	12%	13%
26.	68%	Academic advisement	23%	4%	4%	2%	1%
27.	23%	Career information or advice	62%	13%	2%	5%	2%
28.	1%	Family problems	2%	7%	30%	46%	17%
29.	1%	Group counseling	5%	48%	18%	15%	17%
30.	2%	Marital problems	3%	4%	12%	20%	50%
	N=259		N=223	N=197	N=189	N=187	N=224

31. If you have any additional comments or suggestions, please write them below:

N=27 9%

APPENDIX III

A MODEL FOR EVENING COUNSELING SERVICES AT TALLAHASSEE COMMUNITY COLLEGE

The essence of counseling is communications. College counselors especially must be skilled first in communicating with students and adept in helping students to translate what occurs in the counseling session to their daily lives.

Further, college counselors must be adept in communicating with teaching faculty and with administrators if they are to interpret the nature of their work to the institution and bring about positive changes.

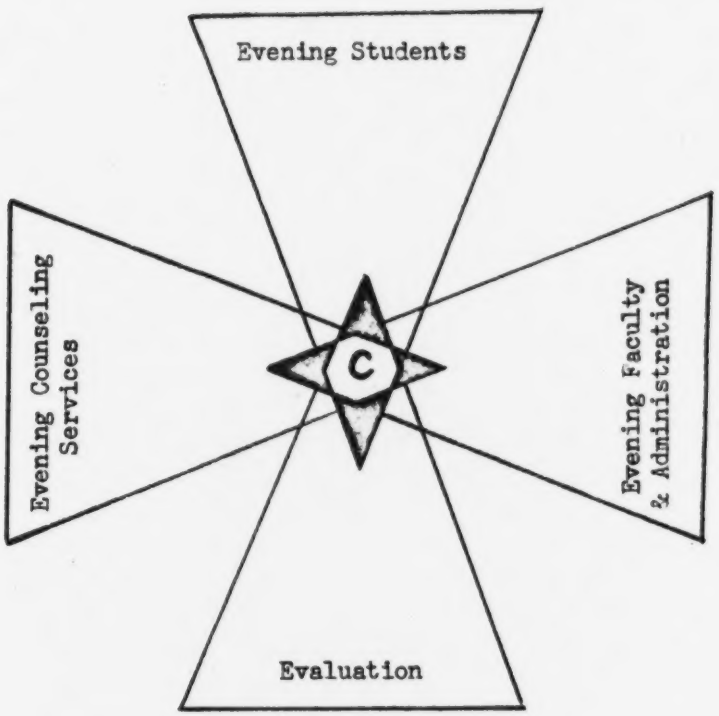
Beyond this, college counselors must be able to receive evaluative communications from students, faculty and administrators which may contribute to enhancing their services, not only to students but also to the institution.

THE MODEL

Communications is at the heart of this model. This model, as well as the "mini model" which follows, were developed from findings discovered during a Preliminary Study of Counseling Services for Evening Students at Tallahassee Community College.

The schema on page two portrays how the elements of evening counseling services, evening students, the administration/faculty and evaluation influence each other and how these influences pivot at the center around communications.

COMMUNICATIONS MODEL OF COUNSELING



"C" = Communications

Elements of the Model

As the model illustrates, communications are fed into the center from each element while being projected outward to each element. The TCC Counseling Department is responsible for maintaining communications which occur in various forms.

First, counselors would conduct annual studies to determine opinions towards, perceived needs and nature of utilization of evening counseling services by TCC evening students.

Secondly, counselors would communicate with evening students through every campus media available informing them about the availability of evening counseling services. Simultaneously, students are asked for evaluative assessments of these counseling services including suggestions for improvement.

Third, counselors would communicate with evening teaching faculty, many of whom are part-time, through in-service training sessions. During these sessions, faculty are given the opportunity to interact with counselors and evening students.

Administrators are kept aware of the progress of evening counseling and their critical observations are solicited. Administrators also are invited to participate in the in-service training sessions.

Evaluation is a shared responsibility. With all elements communicating, counselors evaluate, at least annually, the evening counseling program with a view toward improving these services.

As Tallahassee Community College grows larger, the necessity of maintaing interlocking communications will become even greater.

Implementing the Model

The first step in implementing the model was taken during the Preliminary Study when evening students communicated their attitudes towards present night counseling services and their perceptions about counseling needs. A more detailed look at a "mini model" for evening counseling services at TCC appears later.

Positive feelings towards evening counseling services were voiced by those evening instructors who cooperated in the study. To complete step two, the remaining evening faculty members, along with administrators, need to be asked for their opinions.

Step three involves an evaluation of the in-puts from each element so decisions can be made. Step four is the communication of these decisions to each element and constant re-evaluation.

A "Mini Model" Emerges

Based upon the Preliminary Study (Step 1), if evening counseling services were to be initiated on a regular basis, they

would be available from 5 p.m. to 7:30 p.m. on Monday through Thursday nights during those weeks when classes are in session at TCC.

The present facilities are considered to be adequate since separate offices are available for individual counseling and testing and a larger room is equipped for group counseling and testing.

The Counseling Center would be staffed with one TCC counselor who is a generalist, but who is highly skilled in academic advisement, vocational guidance and group approaches to personal problem solving. The counselor would administer vocational interest and ability inventories and academic aptitude tests in the evenings.

The Center would be staffed by male and female counselors serving on an alternating basis, i. e., a male on Monday night and female on Tuesday evening, etc.

Counseling practicum students from Florida Agricultural and Mechanical University and Florida State University would be welcome and given every opportunity to perform needed counseling services to the limit of their knowledge and experience.

The evening counseling staff would continue to maintain working relationships with available referral services.

A direct telephone line would be installed in the counseling center so evening students could call for help any time when the counseling center was open, day or night.

The counselors would provide in-service training sessions primarily for evening teaching faculty. College administrators would be welcome and encouraged to participate. A portion of each in-service training session would be devoted to evening students at which time they could interact with evening faculty, counselors and administrators in a group setting.

Every available means of communications would be utilized to keep evening students, faculty and administrators attuned to the progress of evening counseling services.

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